Indiana's Response to Intervention Academy

RTI and Special Education: How they fit together

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January 28, 2009

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RTI and Special Education: How they fit together

Session objectives

1. Describe RTI framework
2. Describe an elementary school application
3. Engage you in how the school staff can collaboratively bring RTI to your school

RTI and Special Education: How they fit together

Session objective

1. Describe RTI framework

What do we mean by RTI?

Response to intervention integrates assessment and intervention within a multi-level prevention system to maximize student achievement and to reduce behavior problems.

With RTI, schools identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student's responsiveness, and identify students with learning disabilities or other disabilities.

PBIS objective….

Redesign & support teaching & learning environments that are effective, efficient, relevant, & durable

- Outcome-based
- Data-guided decision making
- Evidence-based practices
- Systems support for accurate & sustained implementation

Sugai & Horner, August 2007

RtI: Good "IDEA" Policy

- Approach to increase efficiency, accountability, & impact of effective practices
- NOT program, curriculum, strategy, intervention
- NOT limited to special education
- NOT new
  - Problem solving process
  - Diagnostic-prescriptive teaching
  - Curriculum based assessment
  - Precision teaching
  - Applied behavior analysis
- Demonstrations
  - Systemic early literacy
  - School-wide positive behavior support

Sugai& Horner, August 2007

Original logic: public health & disease prevention (Larson, 1994)

□ Tertiary (FEW)
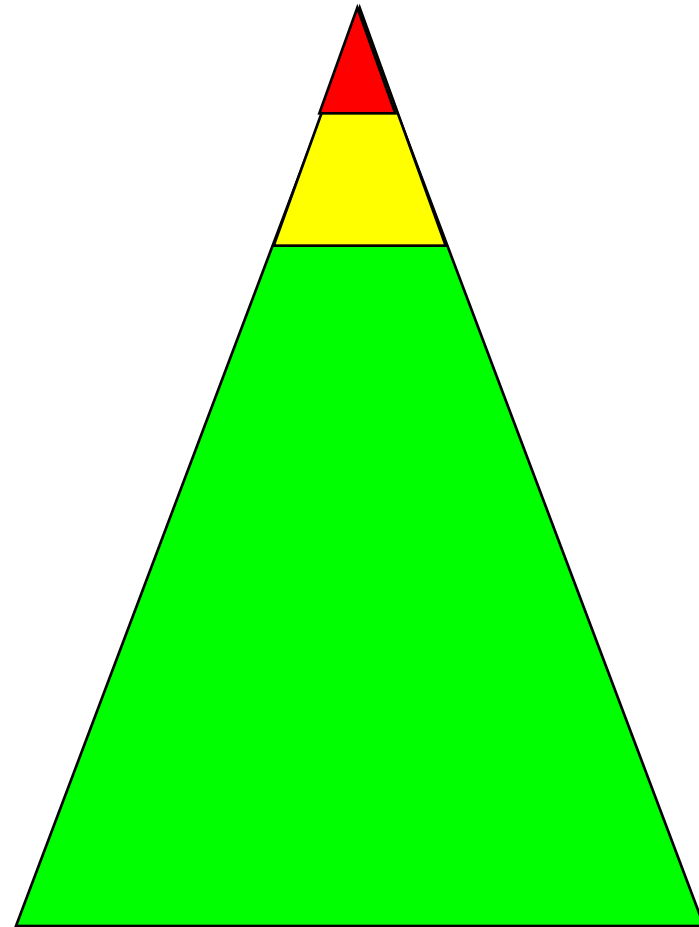 - Reduce complications, intensity, severity of current cases

□ Secondary (SOME)
  - Reduce current cases of problem behavior

□ Primary (**ALL**)
  - Reduce new cases of problem behavior

Sugai& Horner, August 2007

Three RTI Applications

1. Prevention of academic and behavioral difficulties
   - Strongest evidence in this application
   - Prediction framework of at-risk status and early intervention
   - Applies in reading, mathematics and behavior

Application of RTI

2. Intervention services for students experiencing academic and behavioral difficulties

- Fits within the IDEA early intervening services framework
- Decrease or eliminate the inequity of disproportionality for minority students not progressing in the general education
- Fits well with NCLB and Reading First initiatives

EIS and RTI Coordination with SLD

What should be considered when designing an EIS/RTI system?

1. Is your heart in it? Remember William Reid: Technology is secondary to the staffs' personal views (theory) and social considerations
2. Focus: Positive behavior support and academics?
3. Procedures for parental involvement
4. School-wide screening (measures, frequency, & cut score)
5. Tiered levels of intervention
6. Progress monitoring/tiers (measures, frequency)
7. Delineation of cut scores for responsiveness
8. Use of *student* data in decision-making
9. Substantiated learner outcomes (school wide)

Application of RTI

3. A component of the comprehensive evaluation of students for possible learning disabilities

□ Addresses the concern for students receiving adequate instruction in reading and mathematics prior to a referral

□ Viewed as one component of the comprehensive assessment

SLD Determination and IDEA 2004 (P.L. 108-446)

New language in IDEA:

"… a local educational agency may use a process that determines if the child responds to scientific, research-based intervention as a part of the evaluation procedures…."

Sec. 614(b)6B

- The language of IDEA 2004 does not specifically use the term "responsiveness to intervention (RTI)."
- In the special education research literature, the process mentioned in this language is generally considered as referring to responsiveness to intervention (RTI).
- RTI is not mandated (e.g., ". . . a local agency *may* use a process. . .").

What's the definitional issue?

Dyslexic Redneck Camper

□ "The formal SLD definition continues to be contentious because of its failure to provide closure on 'two critical elements: understanding – a clear and unobscured sense of LD – and explanation – a rational exposition of the reasons why a particular student is LD'" (Kavale&Forness, 2000, p. 240).

Topics of Debate: RTI & SPED

Points debated:

- Is special education a separate tier?
- When does a student's response warrant special education considerations?
- What is the role of special education teachers?

Slippery policy path: Special education in general education

"The 1997 amendments to IDEA have created a new policy environment which confuses the focus on *each* child needing special education with the aphorism of educating *all* children associated with educational reform."

Kaufman & Lewis, 1999

Nature of special education

Reform special education so it represents a viable and important tier within the multi-tiered prevention system

1. Students judged as having disability from comprehensive evaluation
2. Individualized programs formulated inductively using CBM and reflected in IEP
3. Intensive instruction conducted individually for sufficient duration to be effective
4. Criteria specified and monitored to exit students so that placement is flexible and used only as required
5. Services may be provided across tiers

Don Compton, 2006

Special-ed-like instruction(MacMaster/Fuchs, 2003)

- Immediate corrective feedback
- Mastery of content before moving on
- More time on difficult activities
- More opportunities to respond
- Fewer transitions
- Setting goals and self monitoring
- Special relationship with tutor

RTI and Special Education: How they fit together

Session objective

2. Describe an elementary school application

Questions to Consider for Your RTI Implementation

1. How many tiers/layers of services (2-5)?
2. What is the nature of secondary and beyond tiers?
   - Individualized (i.e., problem solving)
   - Standardized research-based protocol
3. How are at-risk students identified in academics and behavior?
4. How is "response" defined?
   - Final status on norm-referenced test or using a benchmark
   - Pre-post improvement
   - CBM slope and final status
5. What happens to students with very slow/low response?

Effective Behavior & Instructional Support
(EBIS) (Combined PBS, EIS, RTI)

- ❑ U.S. Ed, OSEP Model Demonstration (#H324T000025) 1/1/2001-12/31/2005
  - ■ Tigard-Tualatin School District (suburban, Oregon, 13,000 students, 10 elementary schools, Title 1 in 5)
  - ■ Project Director: Carol Sadler, Ph.D. Psychologist/Administrator (retired) casadler@verizon.net

- ❑ Added early reading and RTI (as a component of the evaluation of mild disabilities, primarily LD) to district's five year implementation of Effective Behavior Support (EBS, aka PBS/Positive Behavior Interventions & Supports)

T-T Elementary Standard Reading Protocol

Grade	Primary Level: Time	Program Options	Secondary Level: Time &Group Size	Program Options	Tertiary Level: Time and Group Size	Program Options
K	60 minutes daily	Open Court SFA	Add 10-15 minutes daily of PA activities Large group	*Ladders to Literacy *PA in Young Children *Road to the Code	Add 30 minutes daily Small group ((varies based on progress)	*Early Reading Intervention *Language for Learning
1	60-90 minutes daily	Open Court SFA	Add 30 minutes daily Small group	*Open Court Booster *SFA Tutoring	Add 30 minutes Small group ((varies based on progress)	*Early Reading Intervention *Language for Learning *Reading Mastery
2	60-90 minutes daily	Open Court SFA	Add 45 minutes daily Small group	*Phonics For Reading AND *Read Naturally *Reading Success	Add 2 45 minute sessions Small group ((varies based on progress)	*Reading Mastery AND *Read Naturally *Language for Thinking
3	60-90 minutes daily	Open Court SFA Reading Mastery	Add 45 minutes daily Small group	*Open Court Intervention *Phonics For Reading *Read Naturally *Reading Success	30-45 minutes of primary instruction (vocabulary/comp) ADD two 45 minute sessions daily Small group (varies based on progress)	*Horizons AND *Read Naturally *Reading Mastery
4	60-90 minutes daily	Houghton-Mifflin SFA Reading Mastery	Skill group during primary instruction based on area(s) of need Add 15-30 minutes of small group as needed	*REWARDS *Six-Minute Solution *Read Naturally *Collaborative Strategic Reading *Navigate *STARS/CARS *Connections for Comp *Reading Success	30-45 minutes of primary instruction (vocabulary/comp) ADD between 45-90 minutes daily depending on need Small group (varies based on progress)	*Reading Mastery *Horizons *Read Naturally *Great Leaps *Corrective Reading *Reading Mastery

DIBELS Program Effectiveness
data from Tigard-Tualatin *"Early Intervening"*

%/# Students in DEFICIT range	2000-01	2005-06
ISF Beginning K	16% (116 students)	16% (118 students)
PSF End K	7% (50 students)	3% (23 students)
LNF Beginning 1st	22% (159 students)	11% (87 students)
ORF End 1st	20% (133 students)	9% (70 students)

Early Identification?% K-3/K-12: Dec. Census 2001: 11% Dec. Census 2005: 17%   Dec. Census 2006: 15%

Overall #s K-12 SLD=(2001: 507; 2005: 530; 2006: 513)

Grade 1: 2004=8; 2006=12 Grade 2: 2004=19; 2006=49

EBIS Prevention and Planning Models

EBIS/RTI Planning Model

Students

Academic & Social-Behavioral Skills

Tier 3: Individualized Strategies

Tier 2: Effective, Strategic Interventions and Strategies, Progress Monitoring

Tier I: Research Based Core Programs, Universal Screening, Identification of Students with Greater Needs

Intensity-Interventions & Progress Monitoring
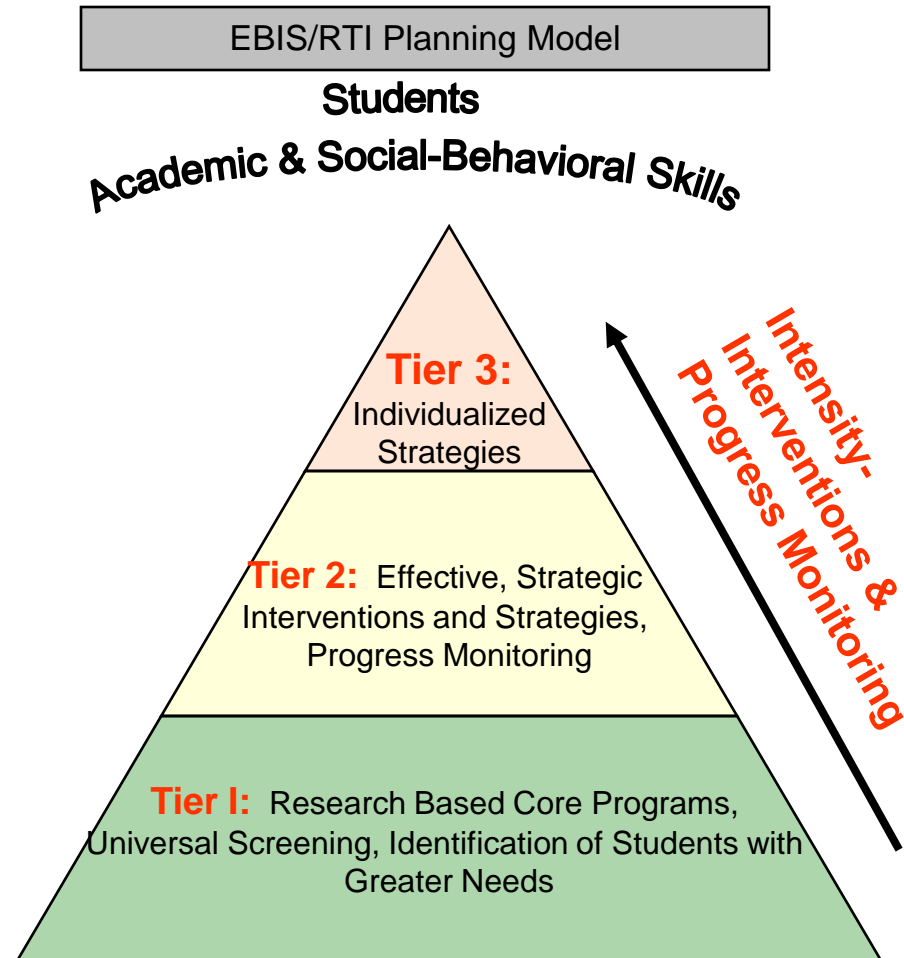
How the EBIS Team Process Works

The EBIS team has three purposes:

→ To review school-wide behavior and academic data in order to evaluate the effectiveness of core programs.
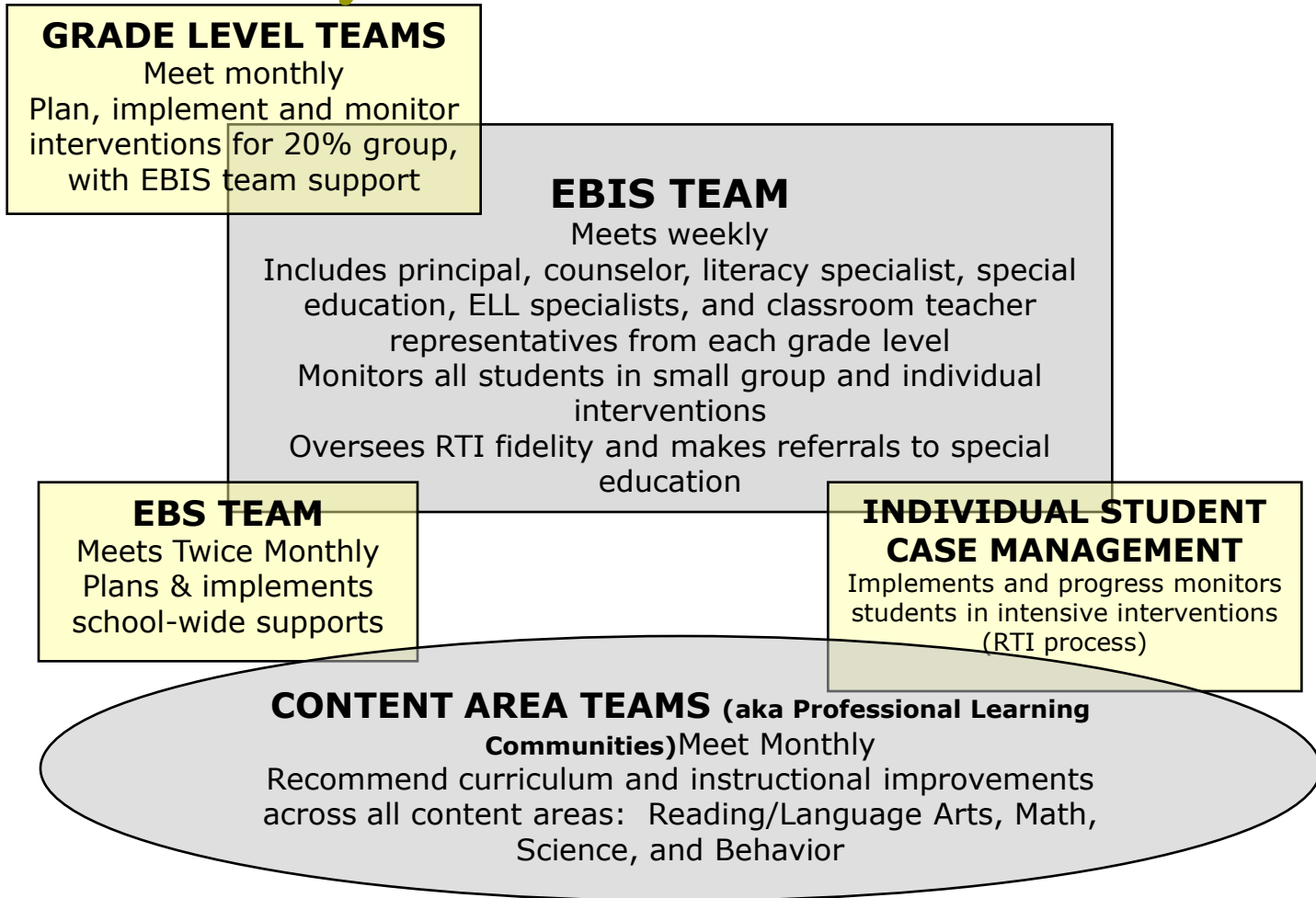
→ To screen and identify students needing additional academic and/or behavior support.

→ To plan, implement and modify interventions for these students. Depending on each student's "response to intervention," a formal referral for special education evaluation may result.

❑ EBIS is intended to be a structured, systematic process involving the following features and activities: team membership, planning for all students (school-wide), planning for the 20% (targeted groups), monthly meetings, and individualizing-intensifying interventions.

EBIS Team Structure: Ex: Tualatin Elementary School

GRADE LEVEL TEAMS
Meet monthly
Plan, implement and monitor interventions for 20% group, with EBIS team support

EBIS TEAM
Meets weekly
Includes principal, counselor, literacy specialist, special education, ELL specialists, and classroom teacher representatives from each grade level
Monitors all students in small group and individual interventions
Oversees RTI fidelity and makes referrals to special education

EBS TEAM
Meets Twice Monthly
Plans & implements school-wide supports

INDIVIDUAL STUDENT CASE MANAGEMENT
Implements and progress monitors students in intensive interventions (RTI process)

CONTENT AREA TEAMS (aka Professional Learning Communities) Meet Monthly
Recommend curriculum and instructional improvements across all content areas: Reading/Language Arts, Math, Science, and Behavior

EBIS Decision Rules – Grades 1-5

Place students in the 20% group when:

- Academic skills fall below benchmark and place them in the lowest 20% compared to their peers on one or more of the following measures: DIBELS, DORF, Math & Writing curriculum based assessments, OSA.
- Chronic problems with attendance and/or socio-emotional-behavioral skills occur, as defined by:

  - More than 5 absences in a 30 day period
  - 3 or more discipline or counseling referrals in a 30 day period

Modify interventions when:

- Progress monitoring indicates 3 or more data points below the aim line.
  - If data is highly variable, maintain the current intervention for another month to establish a trend line.
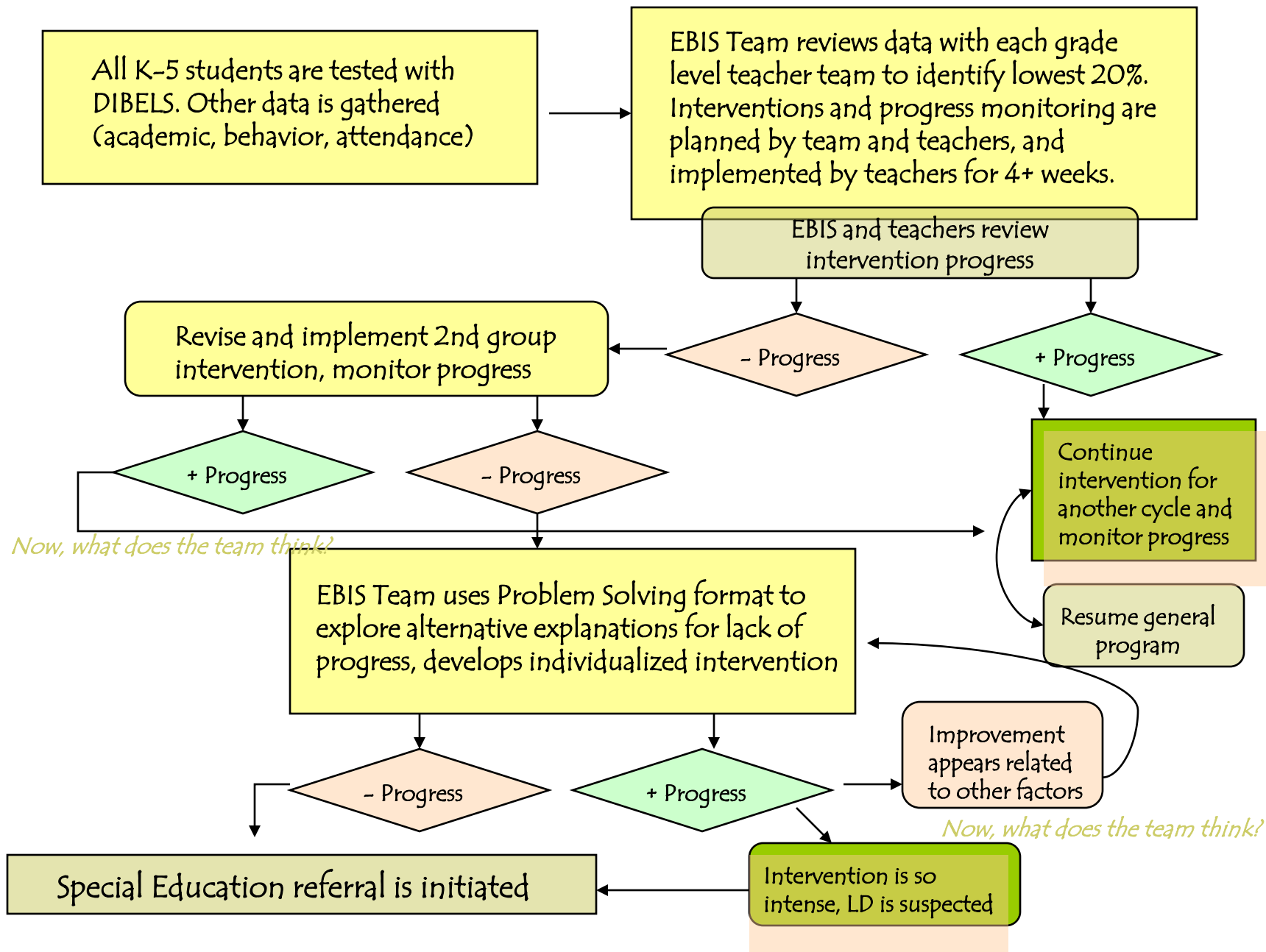   *Progress is monitored once weekly*

Individualize interventions when:

- Progress trend under small group instruction is below the airline for two consecutive intervention periods (at 8, 12 or 16 weeks, depending on the data).

Refer to Special Education when:

- After one highly structured, individualized intervention, progress continues below aimline.
 - *Progress is monitored twice weekly or more frequently if needed*

EBIS Teamwork Flow Example: Metzger Elementary

All K–5 students are tested with DIBELS. Other data is gathered (academic, behavior, attendance)

→

EBIS Team reviews data with each grade level teacher team to identify lowest 20%. Interventions and progress monitoring are planned by team and teachers, and implemented by teachers for 4+ weeks.

EBIS and teachers review intervention progress

− Progress → Revise and implement 2nd group intervention, monitor progress

+ Progress → Continue intervention for another cycle and monitor progress

Revise and implement 2nd group intervention, monitor progress:
- + Progress
- − Progress

Now, what does the team think?

EBIS Team uses Problem Solving format to explore alternative explanations for lack of progress, develops individualized intervention

Resume general program

- − Progress → Special Education referral is initiated
- + Progress → Improvement appears related to other factors

Now, what does the team think?

Intervention is so intense, LD is suspected → Special Education referral is initiated

T-TSD SLD (Reading) Case Study: Mary

- Tier 1- K: 60' Open Court, general class
  - DIBELS January, PSF (Phoneme Segmentation Fluency): 11 (Norm: 7-18; category: "some risk")
- Tier 2
  - January-March, small group intervention: "Road to the Code," 15' day, group of 6, taught by "trained instructional assistant (IA)"   (March PSF: 41—norm=>35-- Intervention discontinued
- Tier 1- 1st: 60' Open Court, general class
      - DIBELS September, NWF: 20 (norm=25)
  - (1) Tier 2: "Open Court Booster," 30' day, group of 12
  - (2) Tier 2: November, NWF up 4 pts, moved to group of 6
  - January, NWF up to 37 wpm, norm=50 ORF=3 wrc, norm=20. From Nov-Jan, Mary's score increased by 8 pts. while group averaged 15 pts.
- Tier 3: Late January, "Early Reading Intervention," 30' in addition to 60' core, group of 4, trained IA, 8 weeks
  - NWF: 41 (increase of 4 wrc, norm=50) ORF: 11 (increase of 8 wrc, norm=40)
  - Peers in small group increased NWF avg. 10 pts. and ORF avg. of 12 pts.

Tigard-Tualatin Progress - Dynamic Indicators of Basic Early Literacy Skills (DIBELS) – 1999-00 through 2005-06
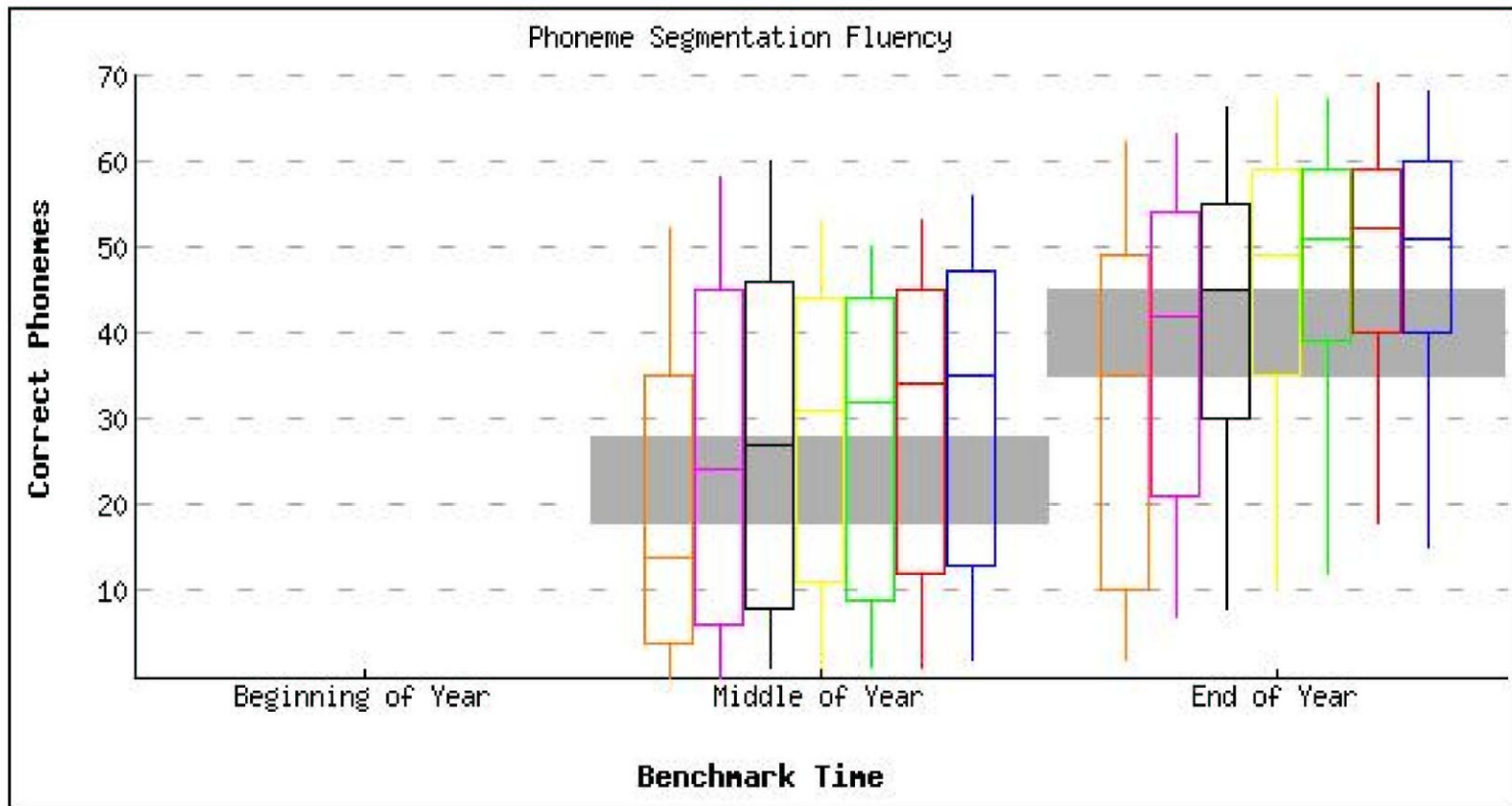
Benchmark Goal: 35-45 correct sounds per minute at the end of Kindergarten or the beginnin of First Grade.

Students scoring 18 or more in the middle of Kindergarten are likely to achieve the benchma goal with effective instruction.

Model site common characteristics (NRCLD, 2006)

1. Multiple year *priority* investment, but "We're not there yet."

2. Building level administrative leadership

3. Student-level problem-solving framework

4. Not standard intervention protocols in Tier 2

5. Parental notification procedures and engagement

RTI and Special Education: How they fit together

Session objective

3. Collaboratively bringing RTI to your school

Do we understand the most basic RTI elements across all three applications?

What's central to making them viable applications?

1. Rigorous, consistently delivered scientifically-based instruction
2. Student data to inform the instruction and curricular choices
3. Objective, transparent decision rules regarding student responsiveness

Ysseldyke (2001) maxims

1. "While change is difficult, change requiring extra work is next to impossible"

2. "Professionals use interventions when those interventions make teaching easier, do not involve a lot of extra work, are relatively easy to understand and are inexpensive."

Another Perspective

We cannot expect increased student achievement if teachers have the freedom to use teaching strategies that lack empirical support for their effectiveness. Surgeons don't just "choose" particular surgical procedures based on a menu of possible options they find most appealing or personally preferable.

David Miller, NASP Communique, 2008, *37* (2), 6.

Allow time for …

Human "sense-making"

> Most conventional theories of change fail to take into account the complexity of human sense-making….Sense-making is not the simple decoding of the policy message. In general, the process of comprehension is an active process of interpretation that draws on the individual's rich knowledge base of understandings, beliefs, and attitudes.

Spillane, Reiser, & Reimer (2002)

"Human Sense-Making" at the Secondary Level

- What percentage of the students are meeting expected performance levels?
- What role do the instructors have in developing students' literacy skills and strategies?
- *Fundamental Issue: The quality of the primary preventative level of curriculum and instructional practices*

The CLC says…

- Each member of a secondary staff has unique (but very important) roles relative to literacy instruction

  - While every content teacher is <u>not</u> a reading teacher, every teacher instructs students in how to read and process content.

  - Instructional coaches may be necessary but aren't sufficient.

- Some students require more intensive, systematic, explicit instruction of content, strategies, and skills

CLC
Content Literacy Continuum™

Using Your Team Time

1. How will your school proceed?
   - Will the Design Study framework help your planning?
2. The following slides provide additional examples, research findings, and resources to guide your team as you conceptualize and operationalize your RTI framework.

Design Study Procedures
(Design-Based Research Collective, 2003)

Collaborative sessions weekly/biweekly (45 - 60 min/session):

- To cultivate a shared understanding of the research enterprise, the ecology of the learning environment, interpretation of student results, and the planning of subsequent activities.

What are the outcomes of Design Study?

To ensure that the interventions

(a) are clearly defined,

(b) workable under the school's conditions,

(c) have appropriate *fidelity* measures, and

(d) have suitable *outcome* measures

Design Study Features

1. *Testable* models to answer the question: Does the practice improve outcomes?
2. Iterative process: DEAR
   a) Design
   b) Enactment
   c) Analysis
   d) Redesign
3. Data informed decisions

A) Design step

- Prospective
  - Hypothesize the learning model
  - Other pathways to explore?
  - What data will be used to judge learners' responsiveness?
- Reflective
  - Review and examine the experience of implementing the technology (e.g., screening, progress monitoring, or intervention)

B) Enactment

- Instructors incorporate an intervention (e.g., Content Enhancement Routine [CER])
- Staff observe, videotape, and take notes: regarding interactions among the instructor and learners, the use of the CER, and other features that will inform the emerging theory of student learning

C) Analysis

- Review notes, video
- Share impressions
- Fidelity level data
- What do the data suggest?

D) Redesign

- What needs to change in the learning model?
- Further support for implementation?
- Next step?
- (Recycle to the Enactment step)

Personal

- How will we communicate plans to students, parents, staff, and community?
- What support is needed to implement this at the classroom level?
- How do we create a culture that believes that all students can learn? What evidence would we have of this?
- What experiences do the staff need to effectively implement this?
- Do we have "the right people in the right seat on the bus"?   Jim Collins (2001)

McREL (2000)

Do you demonstrate these qualities?

- ☐ Vision stated and shared
- ☐ Staff member roles defined for the RTI components
- ☐ Resources provided
- ☐ Development and implementation process delineated
  - ■ Frequency
  - ■ Criteria
  - ■ What's next?

Mellard & Johnson, 2008

Organization

- What are our organization's support systems?
  - Data and Accountability
  - School Improvement
  - Finance
  - Technology
- How will these support systems contribute to this initiative?

McREL (2000)

Organization

- Leadership teams at the school level
  - Literacy or Math teams
  - Teams across subject areas or within subject areas
  - Data analysis teams
    - Access and analyze critical data
    - Set measurable goals to close gaps
    - Brainstorm or create instructional strategies
- What is already in place that is working and aligns with this initiative?

Technical

- Are our standards, curriculum and assessments aligned to ensure student success?
- Do we have a research-based effective core curriculum?
- What evidence do we have that 80 % of our students are success with the general education instruction?
- Do we have both formative and summative assessments aligned with an RTI framework?

Technical

- What preventions or interventions do we have in place now and how effective are they?
- What fidelity evidence do we have for implemented instruction?
- Do our schedules allow for time
    - For teacher dialogue around data and instruction
    - For interventions

Technical

- Examine your student data
- How would you fill in your triangle?
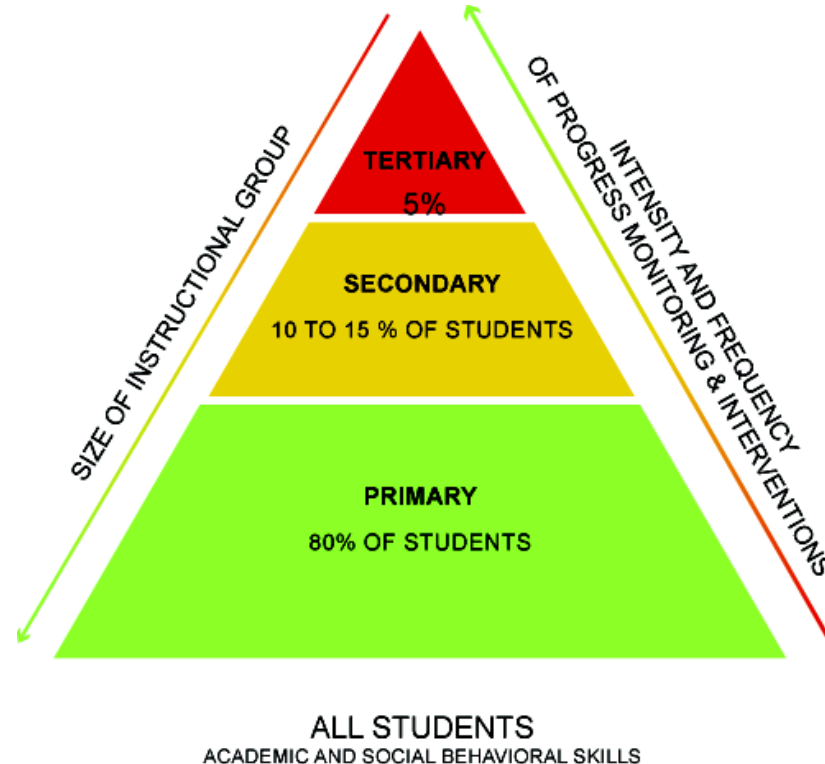
Applying the *RTI Implementation Tool*

- Purposes: Planning and evaluation
- Organization is component and process focused

- Components covered
  - School wide screening
  - Prevention services:
    - Primary
    - Secondary
    - Tertiary
  - Progress monitoring
  - Cut points
  - RTI and SLD Determination

- Processes covered
  - Collaboration
  - Parent involvement

Thank You
On the web @
RTI4Success.org

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IDEAs that Work
U.S. Office of Special
Education Programs